

## **PARENTING STYLES AND SELF EFFICACY AS CORRELATE OF ACADEMIC ACHIEVEMENTS OF STUDENTS IN PUBLIC SECONDARY SCHOOLS OF SOUTH EASTERN STATES OF NIGERIA**

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### **ABSTRACT**

*This study was on parenting styles and self esteem as correlate of academic achievement in public secondary schools in south eastern states of Nigeria. The design for the study was correlational survey. The study was guided by six research questions and five hypotheses. The population of the study was made up of 36,265 students from the five states. The sample size was 4000 students selected through simple random sampling technique. The questionnaire was a researcher developed instrument made up of five clusters. The data collected were analysed using mean and standard deviation scores to answer research question one, while research question 2,3,4,5,6 were answered using Pearson's product moment of correlation. The Hypothesis was answered using -t- test for correlations. The findings of the study revealed among others the following: a relationship exists between parenting styles, self esteem and academic achievement of students. The students accessed their parents as using more of permissive styles in their socialization. The following recommendations were made and they include encouraging parents to adopt authoritarian styles of parenting, viewing parenting as a task, encouraging participation in seminars and conferences.*

**Keywords: parenting styles, self esteem, academic achievement, public secondary schools, southeast Nigeria.**

## INTRODUCTION

What parents are doing and what they are not doing is topical in most literatures. (Okudo and Obumse, 2022; Obi and Okoye, 2019). This is because of the principal role parents play in the socialization of these young children. It is without gain saying the obvious that at the crux of what any child ends up becoming is the acculturation the child receives from the first and primary agent of socialization, which is the family and the key players in this social drama are parents.

According to Okudo (2013), parent is defined as the father and mother of their offspring who create their offspring, biologically. They have the responsibility of caring, nurturing, protecting and providing for their off springs. This, they do through a singular act called parenting.

According to Okpako (2019) parenting is the act of parenthood, child upbringing, training and rearing of the young ones. It is a universal phenomenon common to all animals that rear their off springs though tinted with limits based on the sophistication of socialization developed within the genre. So many ways have been enunciated as manners parents deal with the day to day care and nurturance given to their young. Spera (2019) noted that parenting styles emphasizes the response parents provide to their adolescents and the method which they use to demand compliance from them. Following from the above Chao and Querido (2020) remarked that parents through parenting styles lay strong foundations critical to the adolescent development and achievement.

Generally researchers such as Okudo and Obumse (2022), Baumrind (1969) and Turner (2019) all agree to the following classification of parenting styles, to include; authoritarian, authoritative and permissive styles of parenting. According to Okudo and Obumse (2022) the following are features peculiar to the different styles of parenting; the permissive parents are non punitive, acceptable, affirmative towards child's impulses, desire and actions, they consult them on policies, decisions and give explanation for family rules, the authoritarian parents attempts to shape, control and evaluate behaviours and attitude of the child in accordance with set standard of conduct usually absolute formulated by higher authority, they value obedience, favour punitive, forceful measures to curb ill will and conflict with norms, values and mores. They authoritative parents attempt to direct the child in a rational, issue oriented manner, affirming present qualities, set standards for future conduct and use reason to achieve set goals and objective.

Using the above strategies, parents are able to make significant impact in the life of their adolescents to the degree the parenting style adopted by them avails them the opportunity. Following from the above background, it will be clearly seen that different parenting styles impact differently on the overall wellbeing of the young child. Where parents are not putting up to expectation the adjustment and adaptation of the young child suffers.

Perhaps why some researchers have argued that some under-achievers come from homes that lacked normal parental love and care. According to them, parental love, care and warmth assists immensely in child adjustment and emotional growth (Odebuami, 2019). This view was collaborated by Onyehalu (2021) who notes that the behavioural problems of most adolescents have their origin traced to their home environment. When the relationship

between parents and off springs is warm, it creates a healthy environment that facilitates proper socio-emotional adaptation. Buttressing further, Ukoha (2018), Onyewadume and Otuadah (2021) stated that children from negligent family tends to be deviant and robed with criminal behaviours such as drug addiction, aggression, cultism, ritualism, rape and poor academic achievement etc.

Academic achievement is a household term in the domain of learning, socialization and child psychology. This is because the academic behaviour (attainment of academic goals and social goals) is an index measuring academic achievement and the individual's adaptation and adjustment level in the society (Obi and Okoye (2019). The whole learning process, acculturation, socialization, parenting etc is geared towards integral adaptation and development. When the individual achievement is high, the goal of learning is said to be accomplish. However, if on the contrary, the goal of learning is said to have failed. Based on the above literature is replete with writings from known authors and scholars on academic achievement.

According to Ajah (2014), academic achievement may refer to the extent to which a student or an institution has attained either long term or short term goals. It describes academic outcome which indicates the extent a student has achieved their learning goals (Anyamene & Ebenebe, 2010). Academic achievement according to Stephens (2017) is defined as the extent to which a student has achieved his/her learning goals.

Generally academic achievement is considered a multifaceted construct which comprises different domain of learning and could be measured through tests, cumulative indicators, grade performances and educational degrees and certificate.

According to Obi and Okoye (2019) through cumulative indicators such as academic behaviour the academic achievement of a child could be measured using the individuals attainment of academic goals such intellectual ability, good academic, self worth, ability to recall information, ability to memorize information, level of attention in the class, examination grades, verbal abilities, study habit etc.

When these have high positive correlation in the life of any young students, it is presumed that learning has taken place. Spinath and Steinmayr (2012) supported this view by maintaining that academic achievement represents the outcome that indicates the extent to which a person has accomplished specific goals that were focuses of activities in instructional environment.

Furthermore, academic achievement has been showed to have a direct relationship with learning outcomes (Ajah, 2014; Stephens, 2017; Anyamena & Ebenebe, 2010). This view was collaborated by Eliot and Dweck (2019) who maintained that academic achievement has been associated with positive characteristics including, self-efficacy, motivation and self esteem.

According to Akram (2017) self-esteem is defined as a stable sense of personal worth and worthiness. Vilar et al, (2015) viewed self esteem as an overall evaluation an individual has of him/herself which could either be expressed positively or negatively. It is the sum total of an individual's opinion concerning oneself and usually denoted with synonyms such as self

respect, self worth and self regard. It can also be viewed as the sense of worth an individual has based on some specific aspect of the self such as social standing, racial or ethnic group, physical features, etc. Vasiliu (2015) views self esteem as an individual's ability to deal with different challenges of life. It is the feeling of being worthy to accomplish a set goal. Madu (2017) views it as a feeling of self competence and self worth. Madu further maintained that self esteem in a person plays an important role in improving a person's competency and proficiency which eventually can develop the person to his or her full potential.

## **PURPOSE OF THE STUDY**

The main purpose of this study is to investigate parenting styles and self esteem as correlates of academic achievement of public secondary schools students in south eastern state of Nigeria.

The study will specifically examine the relationship between parenting styles and academic achievement, the relationship between permissive style of parenting and academic achievement, authoritative style of parenting and academic achievement, authoritative style of parenting and academic achievement, self esteem and academic achievement.

## **Research Questions**

1. What is the students' assessment of their academic levels generally?
2. What relationship exists between parenting styles and academic achievement of public secondary school students in south eastern state of Nigeria?
3. What relationship exists between the permissive style of parenting and academic achievement of secondary school students in south eastern states of Nigeria?
4. What relationship exists between authoritative style of parenting and academic achievement of secondary school students in south eastern states of Nigeria?
5. What relationship exists between authoritarian style of parenting and academic achievement of secondary school students in south eastern states of Nigeria?
6. What relationship exists between self esteem and academic achievement of secondary school students in south eastern states of Nigeria?

## **Hypotheses**

1. There is no significant relationship existing between the mean students rating of the parenting styles and academic achievement
2. There is no significant relationship existing between the mean students rating of their permissive parenting style and academic achievement.
3. There is no significant relationship existing between the students mean rating of their academic achievement and authoritarian style of parenting.
4. There is no significant relationship existing between the students mean rating of their academic achievement and authoritative styles of parenting.
5. There is no significant relationship existing between the students mean rating of their academic achievement and self esteem.

## **Method**

The study adopted correlational survey design. The area of study was south eastern state of Nigeria comprising of 5 states namely Abia, Anambra, Ebonyi, Enugu and Imo States. The

population of the study consisted of all the senior secondary students in SS II in the 2022/2023 current year made up of 36,265 students. The sample size consisted of 4000 students selected through simple random sampling technique. The reliability of the instrument was established using split half method and the result obtained was analysed using Cronbach's ( $\alpha$ ) which yielded a reliability co-efficient of 0.87. A total of 4000 questionnaires were distributed through ten (10) briefed assistants and all were returned properly filled. The instrument was a researcher developed questionnaire made up of five clusters that correlates parenting style and self-esteem to academic achievement. Pearsons product moment of correlation co-efficient was used to answer the research questions two to five while research question one were answered using mean/standard deviation scores. The hypothesis was tested using -t-test for correlations.

## Results

The data obtained from the study was analysed and the result presented in the tables below with the research questions and followed by the hypotheses.

### Research Question I

What is the student's assessment of their academic achievement levels?

**Table one:** mean and standard deviation table of the student's assessment of their academic achievement levels.

S/N	Item statements on academic achievement levels of students	$\bar{x}$	SD	Remark
1	Grade in examination/tests	2.84	0.71	Accepted
2	Ability to recall information	2.71	0.69	Accepted
3	Ability to memorize	2.89	0.71	Accepted
4	Easy comprehension of text	2.79	0.61	Accepted
5	Good study habit	2.67	0.72	Accepted
6	Academic abilities	2.87	0.62	Accepted
7	Academic self worth	2.71	0.70	Accepted
8	Level of verbal expression/abilities	2.64	0.65	Accepted
9	Level of intellectual skills	2.62	0.71	Accepted
10	Level of educational attainment	2.90	0.67	Accepted

n = 4000

The table above reveals the students rating of their academic achievement. It further revealed that all the items found in table one were scored above the acceptable mean score of 2.50.

### Research Question two

What relationship exists between the parenting style and the academic achievement of public secondary schools in south eastern state of Nigeria?

**Table Two:** Pearsons product moment of Co-efficient of correlation on students rating of their academic achievement and parenting styles generally.

Source of variation	N	parenting style generally	Academic achievement	Remark
Parenting style	4000	1.00	0.62	
Academic achievement	4000	0.62	1.00	

The result in the table two above reveals that there is high positive relationship (0.62) that exists between parenting style and academic achievement.

### Research question three

What relationship exists between permissive parenting style and academic achievement of public senior secondary schools in south eastern state of Nigeria?

**Table Three:** Pearson product moment coefficient of correlations on students rating of their academic achievement and permissive parenting style

Source of variation	N	Permissive parenting style	Academic achievement	Remark
Parenting style	400	1.00	0.81	
Academic achievement		0.81	1.00	

The result in table above reveals that a very high positive relationship of 0.81 exist between the academic achievement and permissive parenting styles of public secondary schools in south eastern state of Nigeria.

### Research question four

What relationship exists between the authoritarian styles of parenting and academic achievement of students in public secondary schools in south eastern state of Nigeria?

**Table four:** Pearson product moment of correlation coefficient on students rating of their academic achievement and authoritarian parenting style.

Source of variation	N	Authoritarian parenting style	Academic achievement	Remark
Authoritarian Parenting style	4000	1.00	0.63	
Academic achievement	4000	0.63	1.00	

Table four above shows that a high positive correlation of (0.63) exists between students academic achievement authoritarian parenting style

### Research Question Five

What relationship exists between authoritative style of parenting and academic achievement of students in public secondary schools in south eastern state of Nigeria.

**Table 5:** Pearsons product moment coefficient of correlation between authoritative style of parenting and academic achievement of students from public secondary schools from south eastern states of Nigeria.

Source of variation	N	authoritative parenting style	Academic achievement	Remark
Authoritative Parenting style	4000	1.00	0.69	
Academic achievement	4000	0.69	1.00	

The result from table five shows that a high positive correlation of (0.69) exists between authoritative style of parenting and academic achievement

**Research question 6:** what is the relationship existing between the students' sense of self esteem and their academic achievement.

**Table six:** Pearsons product moment of correlation Co-efficient and students self esteem

Source of variation	N	Self esteem	Academic achievement	Remark
Self esteem	4000	1.00	0.79	
Academic achievement	4000	0.79	1.00	

The result in table six indicated that a high positive correlation of 0.79 exists between the students self esteem and academic achievement.

### Hypothesis One:

There is no significant relationship between the student mean scores on their academic achievement and parenting styles generally.

**Table Seven:** -t- test of correlation between the students rating of their academic achievement and parenting styles generally.

N	R	Df	Cal -t-	Crit -t-	P > -0.5
4000	0.62	3998	19.72	1.76	S

The result in table six indicated that at 0.05 level of significance (df) of 3998, the calculated -t- is greater than the critical -t- therefore, the first null hypothesis is rejected, there is a significant relationship existing between the students rating of their parental style generally and their academic achievement.

### Hypothesis two

There is no significant relationship between the student mean score on their academic achievement and permissive style of parenting.

**Table eight:** -t- test of correlation between the students rating on their academic achievement and permissive style of parenting

N	R	Df	Cal -t-	Crit -t-	P > -0.5
4000	0.81	3998	18.69	12.26	S

The result in table seven indicates that at 0.05 level of significance and differential freedom of 3998 that the calculate -t- is greater than the critical -t-. therefore, there is a significant relationship existing between the students rating of their academic achievement and permissive parenting style.

### Hypothesis Three

There is no significant relationship existing between students rating on their academic achievement and authoritarian style of parenting.

Table 9: t-test of correlation between students rating of their academic achievement and authoritarian style of parenting

N	R	Df	Cal -t-	Crit -t-	P > -0.5
4000	0.63	3998	16.72	2.84	S

The result in table 9 reveals that at 0.05 level of significance and at a df (3998), the -t- calculated is greater than the -t- critical consequently the null hypothesis is rejected. Hence there is a significant relationship between the students rating of their academic achievement and authoritarian style of parenting.

### Hypothesis four

There is no significant relationship existing between students rating on their academic achievement and authoritative style of parenting

Table 10: -t- test of correlation between students rating of their academic achievement and authoritative style of parenting

N	R	Df	Cal -t-	Crit -t-	P > -0.5
4000	0.63	3998	21.98	1.62	S

The result in table 9 reveals that at 0.05 level of significance and a differential freedom of 3998, the -t- calculate is greater than the critical -t- therefore the null hypothesis is rejected because there is a significant relationship between the students academic achievement and authoritative style of parenting.

### Hypothesis Five

There is no significant relationship between the students rating of their academic achievement and self esteem.

Table Ten

-t- test of correlation between the students rate of their self esteem and academic achievement

N	R	Df	Cal -t-	Crit -t-	P > -0.5
4000	0.70	3998	18.36	1.29	5

The table above reveals that at 0.05 level of significance and a differential freedom of 3998, that the calculate -t- is greater than the critical -t-. Therefore rejecting the null hypothesis and affirming that a significant relationship exist between the students self esteem and academic achievement.



## DISCUSSION OF FINDINGS

The findings of this study were discussed under three sub-themes namely determining the academic levels of the students, determining the relationship between parenting styles and academic achievement and the relationship existing between self esteem and academic achievement of public secondary school students in south eastern states of Nigeria.

Concerning the relationship existing between parenting styles and academic achievement, the study was approached in the following manner, firstly the study sought to establish what relationship exists between the parenting styles and academic achievement of students from south eastern Nigeria generally. It went further to examine the relationship existing between the various types of parenting (permissive, authoritarian and authoritative) with academic achievement of these students.

On parenting styles generally with academic achievement, table I reveals that there is a positive relationship of 0.62 existing between the parenting styles generally and the academic achievement of these students. Concerning parenting styles the students rated them as follows, on a five point rating scale, maintained strict discipline (3.24), were punitive, (3.26) were unsympathetic (3.05), Demanded total obedience (3.89), issues treat (3.00), demand you meet set standard (3.41), Gave complete freedom (3.27), encourages independence (3.02) available to discussed with you (3.01), made reasonable demands (3.04), reasoned with you (3.60), were firm but showed understanding (3.45), set limits, 3.42, Gave explanations for decision (3.02), allows me solve my problems (3.06). with respect to the student's academic achievement levels, the students rated the academic achievement levels on a four point scale and the following constituted the items and their corresponding scores, they include, grades and test and examination (2.84), ability to recall information (2.71), ability to memorize (2.89) easy comprehension of text (2.79), good study habit (2.67), academic abilities (2.87), academic self worth (2.71), level of verbal expression/abilities (2.64) intellectual skills (2.62), level of educational attainment (2.90).

Based on the above, the result in table one indicated that a positive relationship of 0.62 exists between parenting style and academic achievement of students. This is in line with the views of Ukoha (2018) Onyewadume (2018) and Otuadah (2021) who stated that functional relationship exists between parenting and academic achievement of adolescents. Parents whose children were monitored responds positively while those who parents were permissive tend to achieve poorly. The view of these scholars were clearly revealed by research question 3, 4, and 5, which sought to determine the specific relationship between the types of parenting styles (permissive, authoritarian, authoritative) and academic achievement. On the relationship existing between permissive style of parenting and academic achievement of the students, the result in table three revealed a correlation coefficient of 0.81, the hypothesis which tested for significance of relationship reveals that the critical -t- is less than the calculate -t- hence a significant relationship exists between the academic achievement and permissive parenting styles.

Concerning the relationship between the authoritarian parenting and academic achievement of the students, the table four, reveals that a positive relationship of 0.63 exists between the rating of students academic achievement and their parenting style. In a similar manner the hypothesis which tested for significance of relationship reveals that a significant relationship

exists between authoritarian parenting and academic achievement. Again, the table five which tested for significance of relationship between authoritative style of parenting and academic achievement reveals a correlation co-efficient of 0.69, the -t- test of correlation also reveals that there is a significant relationship between the students rating on authoritative parenting style and academic achievement.

In view of the above, the study reveals that a significant relationship exists between academic achievement and parenting styles and the study also reveals that parents from south eastern part of Nigeria mostly practice permissive parenting. This is because of the very high correlation coefficient (0.81) that exists between permissive parenting styles and academic achievement.

Concerning the relationship between self esteem and academic achievement of students, the table six and ten which sought to answer the research question and to test the hypothesis establishing the relationship between the students self esteem and academic achievement reveals that a positive relationship of 0.70 exist between the students self esteem and academic achievement and the hypothesis which tested for significant of relationship reveals that a significant relationship exist between the self esteem and academic abilities of students from south eastern state of Nigeria. The results lend credibility to the views of Vasiliu (2015), Madu (2017) Vikar et al (2017) and Akram (2017). These authors view self esteem as an individual's ability to deal with the challenges of life. Elliot and Dweck view it as a feeling of being worthy to accomplish a set goal. Anyamene and Ebenebe (2010), Ajah (2014) and Stephens (2017) associated self esteem with positive characteristics, having to do with ones competence, accomplishment and achievements, academic achievement inclusive.

## CONCLUSION

The above studies reveals the views of the students from south eastern Nigeria with respect to the relationship existing between parenting styles, self esteem as it correlates with their academic achievement. The findings revealed that there is a significant relationship existing between parenting styles and academic achievement of the students. The studies further revealed that a significant relationship exists between different styles of parenting (permissive, authoritarian, and authoritative) academic achievement. It further reveals that adolescents assessing their parents as using majorly permissive parenting styles and finally a significant relationship exist between self esteem of the students and their academic achievement.

## RECOMMENDATIONS

1. Permissive style of parenting is not the best style of parenting. Parents should be encouraged to adopt the authoritarian style
2. Parenting is task and consequently needs skills, therefore seminars should be organized with respect to styles of parenting
3. Healthy self esteem boasts confidence and competency hence, seminars and conferences should be organized in that regards.

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